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| **TEXAS CTE LESSON FORMAT**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Transportation, Distribution & Logistics |
| **Course Name** | Distribution and Logistics |
| **Lesson/Unit Title** | Developing Emergency Response Plans |
| **TEKS Student Expectations** | **130.462. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability  skills as required by business and industry  (F) The student is expected to develop response plans to emergency situations |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will…**   * Understand the need for an Emergency Evacuation Plan. * Identify various types of emergency response plans. * Identify various hazards that may exist in a workplace. * Develop a response plan to an emergency. |
| **Rationale** | This lesson provides students with emergency response training and an opportunity to develop an EAP as well as participate in a mock emergency activity. |
| **Duration of Lesson** | 3 – 5 45-minute periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * Evacuation * Sheltering * Shelter-In-Place * Lockdown |
| **Materials/Specialized Equipment Needed** | * Whiteboard & markers * SmartBoard™ * PC |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Show and discuss the Emergency Management Cycle graphic as well as these or other relevant videos:   * Emergency Evacuation Procedures ACSA Safety <https://www.youtube.com/watch?v=SYC4Tpnuetg> * Federal Safety Solutions <https://www.youtube.com/watch?v=GYoUWKhKQdI> |
| **Direct Instruction \*** | **Lecture:**  **Evacuation**  Prompt evacuation of employees requires a warning system that can be heard throughout the building. Test your fire alarm system to determine if it can be heard by all employees. If there is no fire alarm system, use a public-address system, air horns or other means to warn everyone to evacuate. Sound the evacuation signal during planned drills so employees are familiar with the sound. Make sure that there are sufficient exits available always.   * Check to see that there are at least two exits from hazardous areas on every floor of every building. [Building or fire codes](http://www.ready.gov/laws-authorities) may require more exits for larger buildings. * Walk around the building and verify that exits are marked with exit signs and there is sufficient lighting so people can safely travel to an exit. If you find anything that blocks an exit, have it removed. * Enter every stairwell, walk down the stairs, and open the exit door to the outside. Continue walking until you reach a safe place away from the building. Consider using this safe area as an assembly area for evacuees.   Appoint an evacuation team leader and assign employees to direct evacuation of the building. Assign at least one person to each floor to act as a “floor warden” to direct employees to the nearest safe exit. Assign a backup in case the floor warden is not available or if the size of the floor is very large. Ask employees if they would need any special assistance evacuating or moving to shelter. Assign a “buddy” or aide to assist persons with disabilities during an emergency. Contact the fire department to develop a plan to evacuate persons with disabilities.  Have a list of employees and maintain a visitor log at the front desk, reception area or main office area. Assign someone to take the lists to the assembly area when the building is evacuated. Use the lists to account for everyone and inform the fire department whether everyone has been accounted for. When employees are evacuated from a building, [OSHA regulations](http://www.ready.gov/laws-authorities) require an accounting to ensure that everyone has gotten out safely. A fire, chemical spill or other hazard may block an exit, so make sure the evacuation team can direct employees to an alternate safe exit.  **Sheltering**  If a tornado warning is broadcast, a distinct warning signal should be sounded and everyone should move to shelter in the strongest part of the building. Shelters may include basements or interior rooms with reinforced masonry construction. Evaluate potential shelters and conduct a drill to see whether shelter space can hold all employees. Since there may be little time to shelter when a tornado is approaching, early warning is important. If there is a severe thunderstorm, monitor news sources in case a tornado warning is broadcast. Consider purchasing an Emergency Alert System radio - available at many electronic stores. Tune in to weather warnings broadcast by local radio and television stations. Subscribe to free text and email warnings, which are available from multiple news and weather resources on the Internet.  **Shelter-In-Place**  A tanker truck crashes on a nearby highway releasing a chemical cloud. A large column of black smoke billows into the air from a fire in a nearby manufacturing plant. If, as part of this event, an explosion, or act of terrorism has occurred, public emergency officials may order people in the vicinity to “shelter-in-place.” You should develop a shelter-in-place plan. The plan should include a means to warn everyone to move away from windows and move to the core of the building. Warn anyone working outside to enter the building immediately. Move everyone to the second and higher floors in a multistory building. Avoid occupying the basement. Close exterior doors and windows and shut down the building’s air handling system. Have everyone remain sheltered until public officials broadcast that it is safe to evacuate the building.  **Lockdown**  An act of violence in the workplace could occur without warning. If loud “pops” are heard and gunfire is suspected, every employee should know to hide and remain silent. They should seek refuge in a room, close and lock the door, and barricade the door if it can be done quickly. They should be trained to hide under a desk, in the corner of a room and away from the door or windows. Multiple people should be trained to broadcast a lockdown warning from a safe location.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | **Students will…**   * Work together in teams/groups to discuss and develop an Emergency Action Plan (EAP) <https://www.osha.gov/SLTC/etools/evacuation/checklists/eap.html> * Conduct a "mock" emergency response activity.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Students will…**   * Prepare an Emergency Action Plan (EAP) for their classroom.   <https://www.osha.gov/SLTC/etools/evacuation/checklists/eap.html>  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | **Students will…**   * Participate in a classroom discussion of the effectiveness of their classroom emergency plans and "mock" emergency response activity.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Summative/End of Lesson Assessment \*** | **Students will…**   * Evaluate their classroom emergency plans and "mock" emergency response activity. Student evaluations will include recommendations/possibilities for improvement.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | FEMA Emergency Response Planning <http://www.fema.gov/media-library/assets/documents/89550>  CDC Emergency Preparedness <http://emergency.cdc.gov/preparedness/plan/index.asp>  Work Safe BC - How to prepare and emergency response plan <http://www.worksafebc.com/publications/health_and_safety/by_topic/assets/pdf/emergency_response_guide.pdf> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA, SkillsUSATexas |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)